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ABSTRACT

This study explored how secondary teachers develop healthy, caring bonds with their students and thus nurture healthy emotional and social development in young people. Two teachers were interviewed and observed in the classroom, and four students exhibiting high-risk behavior and four parents were also interviewed. The teachers were a 39-year-old female junior high school social studies teacher in her first year of teaching and a 38-year-old male high school biology teacher with 6 years of experience. Findings revealed that both teachers showed commitment to fostering students' social and emotional development, and both recognized that their interactions with students influence student self-esteem and self-worth. The two teachers had distinct styles for bonding with students--one used quality one-to-one time with meaningful or responsive dialogue and the other used self-disclosure through dialogue. Intrapersonal qualities are discussed, including genuineness, androgyny, inner locus of control, flexibility and adaptability, humor, enthusiasm, and nonjudgmental stance. Interpersonal skills discussed include communication, empowerment, problem-solving, conflict resolution, and respectfulness. The teachers' sources of revitalization were identified as: the rewards of teaching, intrapsychic coping mechanisms, and support from the workplace. Appendices contain data from student interviews and interview outlines. (Contains 17 references.) (JDD)

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A STUDY OF TEACHER AND STUDENT BONDING

A paper prepared by Judith Deiro, University of Washington
for presentation at the Annual
Meeting of the American Educational Research Association
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A STUDY OF TEACHER AND STUDENT BONDING

During Pam's prep period, Suburb Junior High School counselor Willie slipped inside the doorway of her classroom and collapsed against the wall with a heavy sigh. Pam, a social studies teacher, offered him a few words of encouragement and support, and invited him in.

"Rough day, huh Willie!" Apparently an adult neighbor of a eighth grade girl had committed suicide that morning. He had put a gun to his head and pulled the trigger while still in bed. The suicide victim had been a mentor for the young girl. Willie, a seasoned counselor, is approximately fifty five years old, balding with grey hair and a beard.

"I swear" he uttered, "in the sixties I may have had to work with one crisis a month. In the seventies and eighties it picked up to once a week. Now, it seems like every hour I have a crisis. It can be anything---a female student who is being sexually harassed, drug problems, suicides, or guns on the schoolground."

Willie pushed himself away from the wall and started to walk away then turned back towards Pam saying, "My job has really changed over the years and what is worse, oftentimes this school is home to these kids!"

There is little doubt that school teachers face challenges today with students that are quite different than those they faced thirty years ago. What caused these radical behavioral changes in our young people? What would best support young people in their venture to become productive adults in today's society? What role can teachers play in helping young people cope with the lifestyle today's society offers them? These questions motivate my interest in exploring teacher and student bonding.

OVERVIEW OF RESEARCH PROBLEM

The rapid-paced, multicultural, urban lifestyle of our society has eroded the cultural infrastructure that supports the healthy emotional growth and development of children. The cultural infrastructure for nurture is a network of psychological and cultural processes that supports the healthy emotional growth and development of human beings. Found in stable, homogeneous cultures, the infrastructure for nurture includes: 1) the bonding of relationships among

generations, exemplified by caring and support and strengthened by continual contact, rituals and traditions; 2) a common belief system fostering strong intergenerational codes of morality and ethics that are modeled and reinforced among people with common values and roots; and 3) an apprenticeship for adulthood that allows each new generation of human beings to practice its newly developing skills while still maturing (Glenn, 1982).

Many of today's young people do not have the cultural and psychological foundation upon which to develop healthy emotional lives. As a result, young people are having difficulty developing the competencies necessary to fulfill adult roles in a productive and satisfying manner. We know we cannot reverse the trends of modern day society---high divorce rates, large numbers of mothers working, multicultural living environments, increased numbers of people living isolated in cities, etc. The problem then becomes how can we replace this cultural infrastructure for nurture which was automatically present in small, stable, homogeneous cultures? This study begins to grapple with this large problem. The focus of the study grapples with just one piece of the problem---how to replace the first component of the infrastructure for nurture: the bonding of relationships among generations characterized by caring and support and strengthened by continual contact, rituals and traditions. The study narrows the focus on bonding to spotlight specifically the role teachers can play in this intergenerational bonding process.

PURPOSE OF RESEARCH STUDY

The purpose of this study is to explore how secondary teachers develop healthy, caring bonds with their students and thus nurture healthy emotional and social development in young people. Recognizing the impact of the erosion of the infrastructure for nurture on the prosocial development of children, educational theorists and researchers are beginning to advocate that schools become places that nurture children (McLaughlin & Talbert, 1993; Noddings, 1992;; Shanker, 1990). Noddings (1992) say:

> It is time to take full account of the social changes that have swept through the second half of the twentieth century. If the traditional family is now an anachronism, or if, for whatever reasons, families cannot meet the needs for caring, other institutions must fill the need. ...I will argue that the school must play a major role in this task, and I will argue further that the school cannot achieve its academic goals without providing

caring and continuity for students (pgs. 13-14).

Empirical research is showing a strong relationship between academic success and life context (Coleman, 1985a, Coleman, 1987b; Earls, Beardslee, & Garrison, 1871). Even with the added efforts of schools in recent decades to raise achievement scores, standardized test scores continue to decline (Hurn, 1985). Children need their emotional and social developmental needs met before they are ready to learn. As Noddings (1988) says:

> My guess is that when schools focus on what really matters in life, the cognitive ends we now pursue so painfully and artificially will be achieved somewhat more naturally...It is obvious that children will work harder and do things---even odd things like adding fractions---for people they love and trust (pg. 10).

The need for teachers to assume a role with the necessary intergenerational bonding needs of children is clear. Just what that role looks like is not clear. When focusing on the role teachers can play in this bonding process, three main research concerns emerged: 1) How do teachers facilitate healthy bonding with students within professional boundaries? 2) What are some of the common personal characteristics and qualities of teachers who facilitate bonding? 3) What sustains and revitalizes teachers who facilitate healthy bonds with students?

CONCEPTUALIZATION OF PROBLEM

Assumptions of the Research Study

The conceptualization of this study rests on several assumptions: 1) Teachers are appropriate candidates for prosocial, positive adults with whom young people can bond. 2) It is humanly possible for teacher and student to bond without placing unrealistic emotional burdens on teachers. 3) Teachers can bond with students in ways that do not distract from, and may even enhance their academic teaching responsibilities. 4) It is possible for teachers to bond with students without turning teachers into "counselors" or "parents." 5) Work environments can encourage and support teachers to be prosocial adults with whom students can bond.

Research Traditions Framing Conceptualization

Two bodies of research primarily rooted in sociological and social psychological traditions framed the conceptualization of this research study: 1) theories on prevention of high-risk behaviors and the development of resiliency in youth, and 2) theories on the strategic dimensions of teachers

work environments. The prevention literature identifies healthy bonding with prosocial, positive adults as a key component for nurturing resiliency in young people in high-risk environments (Bernard, 1991; Brook, Brook, & Gordon, 1990; Coleman, 1987; Hawkins, 1991; Rutter, 1981; Werner, 1990). Prosocial, positive adults hold values and norms that promote self-esteem, provide emotional support, encourage competence, and treat people with dignity and respect. Young people adopt many of the attitudes and values of the people to whom they are bonded. Bonding with a prosocial, positive adult encourages the development and internalization of those prosocial values within the child. These values foster in young people resiliency to the negative influences in society. Thus, prosocial, positive teachers who bond with children help create a buffer against the negative influences in society for children. (See Figure 1) Bonding to teachers has been associated with a decrease in delinquency or behavioral problems, an increase in social skills and academic skills, and higher scores on a standardized achievement test (O'Donnell, 1992).

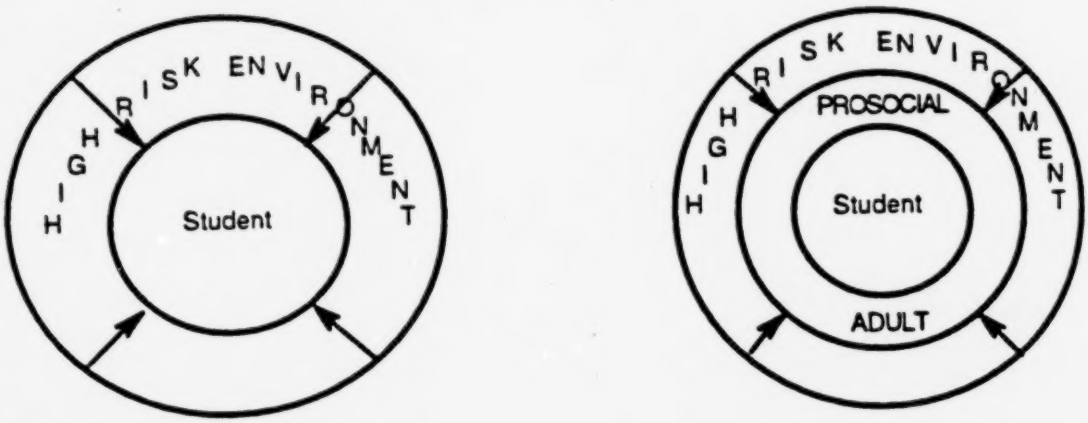

Figure 1: Prosocial Teachers as Protective Factors for Students

The other research literature from which this study draws its conceptual framework is the strategic dimensions of teacher work environments. Milbrey McLaughlin et al (1990) have done research on teachers' perception of the supportiveness of the workplace environment. They identified students as the central point for perceived supportiveness within the work environment.

> "Students are the central referent teachers use when talking about their schools, their colleagues, and their classrooms...Teachers

view the classroom as the primary workplace and students as the principal context for teaching" (p. 2)

Milbrey McLaughlin et al's research (1990) indicates that the perceived supportiveness of a school workplace is associated primarily with the congruence between the teacher's goals for students and the workplace's goals for the students. The more congruent or similar these two goals are the more teachers view the workplace as supportive. McLaughlin's (1993) research on supportive work environments indicates that workplaces that support teachers nurturing students have as a key goal student personal growth (e.g., self-esteem, self-discipline).

My conceptual framework combined these two bodies of research. (See Figure 2.) Concerned for the vulnerability of youth in contemporary society, I wanted to uncover and enrich my understanding of how teachers may play an effective and appropriate role in affecting and influencing the values and behavior of young people. Due to the erosion of the infrastructure of nurture in contemporary society, generically speaking, all today's youth are reared in high-risk environments. Therefore, for the purpose of the conceptual framework, all youth are considered vulnerable.

RESEARCH STRATEGIES

The research questions I posed were: 1) How do teachers facilitate healthy bonding with their students? 2) What are some common characteristics and qualities of teachers who facilitate bonding? 3) What sustains and revitalizes teachers who facilitate bonding with students? A qualitative approach to these questions seemed most appropriate. The qualitative research approach allowed for unanticipated insights and information to emerge. The bonding process upon which I am focused is relational and ephemeral. As pointed out by Glesne and Peshkin, (1992) a qualitative design allowed me to work collaboratively with key informants and research participants, in discovering healthy ways for teachers to nurture students and replenish and sustain their personal emotional reserves.

I selected two teachers for key informants to interview and observe. With these teachers, I conducted four 90 minute interviews, and observed them in their classrooms for three days. I triangulated the data I received from the key informants with information from interviews with four students and four parents. Each parent and each student was interviewed individually for approximately an

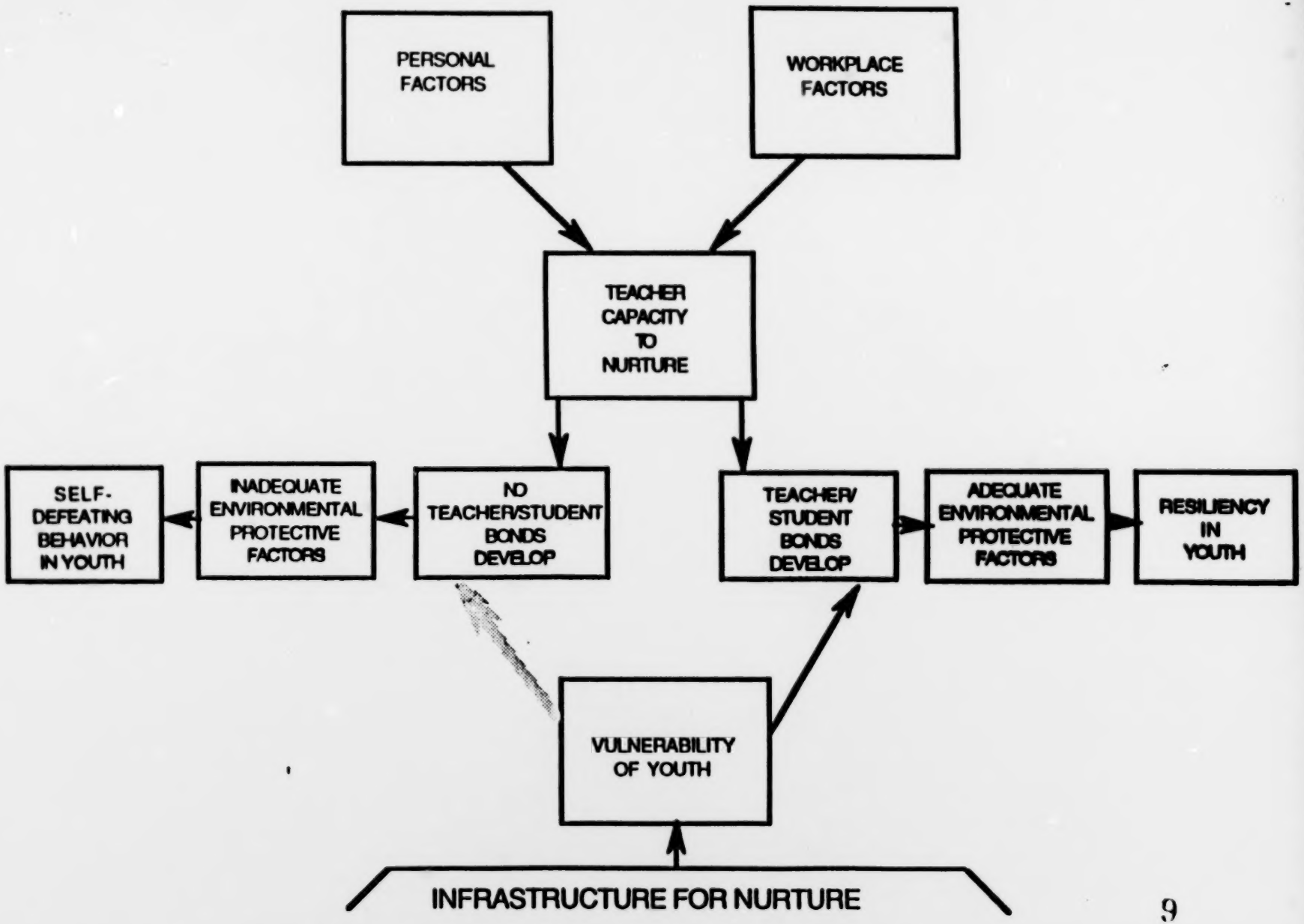

FIGURE 2: The Effects of Student and Teacher Bonding

hour. Information was also garnered from pertinent documents and associated personnel. (See interview schedules in appendix.)

Rationale for Selection of Key Informants and Sites

I chose the two teachers as key informants based on their reputations for developing close and trusting bonds with their students, their gender, the grade level and academic area in which they taught, and the community setting of the school. I avoided teachers of nonacademic, experiential courses (shop, home economics, driver's education) because these courses require one-to-one interaction between student and teacher that easily accommodates bonding. I wanted to understand how teachers in traditional stand-up lecture courses develop bonds with students. I made sure my informants represented the secondary levels of schooling. I purposely chose secondary teachers because of the greater constraints on their attempts to develop bonds with students than elementary teachers. Elementary teachers spend approximately six hours each day with thirty students for the entire school year. In contrast, secondary school teachers work with approximately one hundred and fifty students. They spend approximately one hour a day with groups of thirty students over a time span of eleven to fifteen weeks only. These conditions make student/teacher bonding more difficult.

I wanted my sites to represent different community settings, so I could observe the impact of different student demographics on bonding. I wanted neither school to be "in crisis" because I wanted to observe teachers who were able to do more than chronically put out "brush fires." Finally, as reassurance that my key informant teachers were skilled at bonding, I thought it best to locate work contexts that supported teachers who held the educational goal of student personal growth.

Key Informants

I observed and interviewed Pam, a female junior high school social studies teacher, and Dave, a male high school biology teacher. These teachers have excellent reputations among their peers, students and school administrators as teachers who develop healthy, nurturing relationships with students. Both were highly recommended by their supervisors and peers. Students, on an inventory designed to measure feelings of closeness and trust with the teacher, affirmed that strong bonds were developed with these teachers and their students. (See appendix.) Dave, 38 years old, has taught for six years. Recently he received the Golden Apple Award for Excellence in Education in the State of Washington. Pam

is 39 years old. This is her first year in teaching. She was a successful business woman for fourteen years before making a career change. Both teachers had previous work experience in the business world before they decided on careers as teachers.

School Sites

I had hoped for both sites to be schools that supported student personal growth as an educational goal in order to observe teachers who were receiving support from their work context for their teaching goals. I settled for a junior high school site that supported student personal growth and a senior high school site that separated their educational goals into two tracks. One track advocates academic excellence and the other track emphasizes learning to deal with diversity and get along. The junior high site is nestled in the suburbs. Within the last several years, the community surrounding Suburb Junior High has rapidly transformed from a rural setting to a suburban setting. Of the student population of 942 students, only 67 students (7%) are people of color[1]. The student population is primarily middle to upperclass Euro-American. The high school site is located within a poor, culturally diverse area of a large metropolitan area. Inner City High School has a very different student body profile than Suburb Junior High. In a student population of 759 students, 534 (70.3%) are students of color, 225 (29.7%) are of Euro-American ancestry. Twenty-three percent of the students at Inner City High School are on the free or reduced lunch program and forty-four percent are not living with both parents.[2] Neither school is in crisis.

Rationale for the Selection of Students

To get at the students' perspective on what teachers can do to develop healthy, caring relationship with students, I interviewed two students of each key informant. I wanted to interview both a male and a female student who had a past history of high-risk behavior, e.g., previous history of delinquency or disruptive behavior, noninvolvement or low motivation in school, poor social skills, or low academic achievement levels. I felt these students might be more

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[1]These statistics come from documents secured from the site.

[2]These type of statistics were not available for Suburb Junior High. According to the key informant, most of her students come from blended families or families still intact. The income level of families is middle to upper class.

sensitive and aware of what vulnerable students need from teachers in order to bond with teachers. Understandably, I needed these students be fairly perceptive and able to verbalize their thoughts.

I had designed an elaborate strategy for selection of these students which depended primarily on the help of the key informant teachers. This strategy disintegrated the minute I hit the classroom. It was too complicated and unrealistic. With Dave's students, the criteria for student selection was too broad. He just laughed when he heard me describe my criteria and said, "That about covers every single student in my class." Pam was able to help select students within the bounds of the criteria. She identified four students for me, from which I chose two students to interview.

Student Subjects

From Suburb Junior High School I interviewed Nick and Kelly. At the beginning of the school year, Nick had bumped heads with Pam. His past classroom behavior was disruptive and he appeared unmotivated. He is now a star pupil. I had observed Kelly in the classroom. She had self-disclosed some painful experiences around sexual harassment. At the beginning of the school year she wanted to drop Pam's class because she thought Pam was too strict. From Inner City High School, Dave selected two students for me---Hashim, a Hispanic ninth grader, one of nine children with a single-parent mother, and Rachael, an Amerasian tenth grader with a single-parent mother. I asked Dave what criteria he used to select these students. He said, "Hashim I am tight with. I wanted to give you the perspective of someone I am tight with. Rachael I am not as tight with. I wanted you to have the perspective of someone with whom I have not done so much outside of school, but with whom I still feel bonded."

Rationale for Selection of Parents

To get the parents' perspective on what teachers can do to develop healthy, caring relationships with their students, I interviewed two parents with children at Suburb Junior High School and two parents with children at Inner City High School. As criteria for selection, I wanted to interview single parents. I felt single parents might be more aware of acute need for other prosocial adults in the lives of their children. Thus, they may be more perceptive about the attitudes and behaviors of teachers that nurture children. I also wanted parents who were cooperative with the school and somewhat concerned about their child's education. I did not want to step into hostile environments.

The selection of the parents was probably the least thought out strategy in the research design. The key informants were to help me select the parents. Neither Pam nor Dave knew for sure which parents were single parenting. Criteria were not established defining the relationship between the parent and the teacher, nor the relationship between parent and child. Confusion resulted from whether these parents were to be the parents of the students I interviewed or not. As it turned out, I interviewed three parents of students I interviewed and one parent whose child I did not interview. All four parents had good relationships with their children. Regarding their relationship with the key informants, Dave was "tight" with one of the parents selected. He had had five of her children in his classroom over the years. All other parents felt familiar enough with the teacher to give insightful responses, but not so familiar as to be severely biased.

Parent Participants

From Suburb Junior High, I interviewed Cindy and Michelle. Cindy is the parent of two special needs children, an Attention Deficit Disordered thirteen year old child in Pam's class and a Down Syndrome child in the third grade. Cindy is married and co-parenting. (I did not interview her child.) Michelle is the single parent mother of Nick, a student I interviewed. From Inner City High School Dave assumed I would interview the parents of the students he had selected for me. I was grateful to have parents to interview and graciously accepted the participants he suggested for me.

Although the selection process for students and parents was confusing, I was pleased with the thoughtful and sincere responses of the participants. The data obtained from these interviews helped to support some of my initial insights. All participants graciously gave up an hour of their time to share their thoughts and ideas on student/teacher bonding.

Data Collection Strategy

Data was gathered through three different techniques: open-ended and semi-structured interviews with the two key informant teachers, four students and four parents; three full days of observations in the field; and review of pertinent documentation. Interviews were recorded both by hand and by audio tape, and later transcribed. Field notes were recorded on a lap top computer while in the field and edited later.

DATA ANALYSIS

Divine Intervention

If wallowing is not a sufficient technique for data analysis, I hope including Divine Intervention with wallowing will suffice. By Divine Intervention, I happened to select two key informants who developed healthy, trusting relationships with their students in very different ways. This difference blew some of the preconceived ideas I had about what teachers do to bond with students. I began my analysis while collecting the data. I asked two key analysis questions: What do each of these teachers do that develops closeness and trust with their students? What are the common characteristics between these two teachers who have very different styles of developing bonds with students?

I read and reread the data. I prayed. I brought a miniature recorder with me while I jogged to capture fleeting ideas. I kept the recorder by my bedside to capture early morning insights. I identified the surprises I had found, key stories, and flash insights. I referred to my initial conceptual framework to trigger analysis questions. As I collected data, my list of analysis questions expanded. What are the major differences between these teachers and how do these differences affect student/teacher bonding? How do student characteristics affect the teacher's style for bonding?

I listened to the stories I told my friends about these teachers. I asked: What is the significance of these stories? What do they reflect about the teacher, and the teacher's ability to develop close and trusting relationships with students? What do they tell me about the teacher's workplace context and its impact on their ability to nurture? Why are these stories important to me?

Coding of Data and Summary Profiles of Teachers

I developed a preliminary coding scheme using the conceptual framework, class readings, and the answers to the questions about the stories and teacher commonalities and differences. I initially coded one teacher's interviews and field notes and felt the coding scheme was inadequate. I was not sure what was wrong. It just did not seem to hang together. I began obsessing.

The analytical breakthrough came when I decided to summarize the data from the teacher interviews and observations for each teacher. I began summarizing according to the organizational scheme of my interviews. I quickly noticed that all I was doing was eliminating good data. I was not analyzing and synthesizing

the data. I had to find a different scheme for summarizing the data without losing the richness. Looking at the categories I had used to organize my interviews I asked: What kinds of information did I get from this category? What did it tell me about this teacher? I developed a slightly different organizing scheme than I had used for the interviews. (See appendix for summary profiles.) The data began to fall into eight major domains under this new scheme. For each domain, I identified subcategories of information that fit within that domain. From the subcategories I formulated further analytical questions and discovered answers were scattered throughout all my data. I got excited. A summary profile for each teacher was written according to the eight domains I had just developed.

I revised my coding system using the categories and subcategories defined in the summary profile outline. (See appendix.) I then read through both teachers' interviews and field notes using the new coding system. It worked. It felt right. These codes fit into a bigger picture. Several of the codes were not used but I left them as evidence of what I did not find in my data.

Tentative Propositions and Assertions

After rereading and recoding, some patterns began to emerge. I set up several data displays to confirm or reject the tentative patterns. I then wrote 30 tentative assertions by reviewing my coding scheme, teachers' profiles, data displays and conceptual framework, and using personal insights. (See appendix.) I clustered these tentative assertions under categories defined by my key research questions. I recognized that some of these assertions could not yet be supported or disqualified by my data. I kept them to identify areas where I needed more data before accepting or rejecting an assertion. I wrote an initial draft of the paper to help me identify the holes in my findings.

FINDINGS

A common theme that pervades the data is the care and commitment both Pam and Dave feel in fostering student social and emotional development, as well as cognitive development. These teachers believe that it is the moral and ethical responsibility of teachers to be aware of the impact they make in student social and emotional development. They are keenly aware of the potential effect they have on a human being's life. They recognize that how they interact with students influences student self-esteem and sense of self-worth. Pam and Dave consciously

design their curriculum and dialogue with students to facilitate student social and emotional development. They view their subject content as a vehicle, a means to an end, not the end. The end for Pam and Dave is making a difference in a student's life so that the student can function in society and lead a productive life. These teachers view teaching as an opportunity to be of service to other human beings in a meaningful way. The desire to be of service is one of the factors that motivated these two adults to return to school and make career changes early in their professional lives. They see themselves as role models, and accept the responsibilities that come with that perception. (See Figure 3 for supporting data.)

Creating an environment in which students feel safe making mistakes and learning from their mistakes is important for fostering personal growth, whether emotional, social or cognitive. In safe environments, students trust they will be treated with dignity and respect by the teacher and know the teacher really cares about them. An environment of mutual respect develops. Both Dave and Pam create such learning environments within their classrooms. Developing healthy bonds with students is both dependent upon a safe learning environment and helps creates such a learning environment. This brings me to my first research question. **How do teachers facilitate healthy bonding with their students?**

Styles for Bonding

Dave and Pam provided me with a wonderful opportunity to observe two distinct styles for bonding with students. Although their styles for bonding are different, the bonding process itself emerged from the same context, a caring, safe environment which treats students with dignity and respect. Dave's style of bonding depends primarily on quality one-to-one time with meaningful or responsive dialogue. Pam's style in bonding depends primarily on self-disclosure through dialogue. The next section of this paper will describe these two techniques as they are enacted by the teachers. Clippings from the fieldnotes or interviews that best support the assertions are found within the text.

Bonding Through Quality One-to-One Time: Psychologists have long known that when individuals spend quality time together with meaningful or responsive dialogue, a bond develops between those individuals. With more than 140 students, this seems like an impossible task for today's teacher. But, for Dave, this is the primary tool he uses to facilitate healthy bonding between him and his students. Dave accomplishes this by the way he arranges his classroom, by

MORAL RESPONSIBILITY OF TEACHER FOR THE PERSONAL GROWTH OF STUDENTS		
	PAM	**DAVE**
Moral Responsibility of Power of Position	"The impact we have on students we may not begin to understand and it is there. It may surface twenty years down the road for that student. We have a moral responsibility to be conscious of how we treat them at all times." *(4I-7)* "Kids are easily crushed by the temper of an adult when it is directed towards them. I grew up in a violent home. That has changed how I deal with kids. I relate to them as people." *(2I-1)*	"I just remember that there were educators that really made a difference in my life and a lot of it was how they interacted with me. I saw how [educators] could destroy some kid's self esteem ... [I am aware] as I go through life of my influence and power in another person's life just from the words you say. Words can destroy people." *(4I-9)*
Subject Content as Vehicle	"Is a seventh grader's life going to change if they don't know who the rulers of Mesopotamia are? No! They need to learn how to cooperate, get along and have a sense of compassion." *(2I-3)*	"You know, I want my students to learn how to get along in groups and to respect individuals in groups, the individual characteristics of everyone. I want my kids to be able to appreciate different cultures. And, you know what, I want them to have self-esteem and a purpose for living. [My purpose] is personal growth. You know, I want them to be able to do math to function in society and to communicate orally and verbally. Biology is a vehicle for them to learn those things." *(1I-3)*
Personal Motivation to be of Service	"There is a spiritual component to teaching. I was raised in a very religious household, Methodist. As a Methodist, you have an obligation to be of service and you just accept that obligation. I did not feel I was fulfilling my obligation of service in business." *(1I-2)*	"In the business world I was real good at adapting my style to meet my client's needs. The kids are my clients. Those kids are the people I am serving. And I've got to look at their needs and I'v got to react to their needs and what is best for them. These kids need a lot of positive strokes and self-esteem building because they don't get it at home or in their communities." *(4I-9)*

Figure 3

the way he positions himself in the classroom, and by the time he spends with students outside the classroom. In an atmosphere of unconditional positive regard and total acceptance with responsive, meaningful dialogue, the limited time Dave spends with each individual becomes quite powerful.

Dave arranges his classroom so that students are sitting in clusters of three, four of five. He designs his curriculum to be project oriented. He spends little time lecturing. He may briefly describe and assign a project or lab exercise, and then moves quickly from table to table answering individual student concerns during the class period, interacting on a one-to-one basis. Often he will approach a table of students and lightly jostle with them while talking about something else going on in life. Then he quietly directs their energies toward the assignment at hand, motivating them through his own excitement about what they are learning.

Dave is in constant motion during class, moving from table to table, or cleaning up around the front large lab table. During this time he is usually talking with students. They often walk with him as he puts things away, talking with him the whole time. In between classes, Dave normally stations himself at the door and connects with students leaving and entering. He touches students who reach out to him; he teases, plays, hugs, reprimands, and acknowledges. A particularly touching moment for me was the Friday before the weekend when the Rodney King verdict was announced. At the doorway, he kept saying over and over to students, "Be safe this weekend. Be careful."

Students often finish the hour's assigned project before the period is over. Dave lets them use this extra time to socialize and he often joins them talking about the latest sport event or other hot topics. He says:

> I never, ever forget what it was like when I sat in that seat. The most important thing to me was not learning the "life cycle" but the social environment of the school. If I can incorporate that into the learning environment I am better off. (II-3)

Dave has lunch with the students. Every day during noon hour he opens the gym for them so that they can play basketball and volleyball and "burn some energy off."

As a teacher, Dave sees his role as being very diffused. Depending on the needs of the student, he assumes the role of teacher, brother, friend, parent, or counselor. He sees the students as part of his family. When talking about students coming back to see him for help after they graduate, he said, "Think of

it as just one big family. This is my child and she was with me for four years in Inner City High School and [she] needs a little bit of help" (4I-11). He gets to know them on a personal level. Dave socializes with the kids after school. He sits with them at basketball games; he sometimes has dinner with a group of students. He takes them on field trips. In the past, several Samoan students have lived with him because they needed stable home environments to support them as they sought the goal of graduation. He shares with students who he is as a person.

> There are so many teachers that are afraid to show themselves to the kids. Talk about your personal life; talk about their personal life. Get to know who they are. Do stuff with them outside of class. Either that or be a friggin' accountant. (4I-9)

Bonding Through Self-Disclosure: In contrast, Pam does not see her role as teacher as a diffused role. She has clear personal and professional boundaries. "I don't pretend to be these students' friend." In dealing with students with problems, she reminds them that she is not the only one that they can talk to. "I am not your parent or your counselor, but I am your teacher and I care about you because of that" (4I-5). As a result, she spends less one-to-one time with her students. Her quality time is limited to activities within the school environment, i.e., coaching girl's basketball and volunteering for After School Study Club. She also comes a half an hour early in the morning and opens her room for students to drop in and talk with her if they wish. She usually positions herself by the door to greet students in between classes. She does use one-to-one quality time with meaningful dialogue to bond with students but not to the extent that Dave does.

The primary tool that Pam uses to develop healthy bonds with her students is self-disclosure through communication. David Johnson, (1972) in his classic book on interpersonal effectiveness, discusses self-disclosure as a key to building a close personal healthy relationship. Pam does a lot of analogous teaching, using herself as examples. She tells of her failings and mistakes if it serves a purpose to emphasize and clarify a point. And, from the times I observed Pam, sometimes these self-disclosures are disarmingly honest and revealing.

> I do a lot more self-disclosure than a lot of teachers. I am selective about what I choose to disclose. I almost never talk about my personal life, really, except some anecdotes that

> illustrate issues that come up...The goal is to bridge the gap between us as people but not to become intimate. That is inappropriate. Bridging the gap is very appropriate. (4I-5&6)

By Divine Intervention, I was blessed to observe Pam on a day that the seventh and eighth graders had an assembly on sexual and personal harassment. On this occasion, Pam skillfully and powerfully used self-disclosure as a learning tool, as well as a bonding tool. The harassment assembly was 45 minutes long, with four college students enacting eight to ten short vignettes depicting different types of harassment seventh and eighth graders deal with daily. The vignettes were poignant and sometimes even painful to watch. After the assembly, there was no time allotted for students to discuss with an adult how they felt, what they learned, or what implications their learnings may have in each of their lives. They were dismissed to their normal class schedules.

The day of the assembly Pam devoted the class time to discussing the issues of harassment, how human beings treat one another and why. Before each class began, Pam checked to make sure that students had not had the opportunity to discuss what they had learned from the assembly in a previous class. No other teacher had taken time to process the ideas. Pam began with asking, "How many thought the assembly was realistic?" She continued exploring by asking, "How many of us have been hurt by harassment?" Few students acknowledged their involvement. She then vividly told a story about how, when she was in the seventh grade, she had ridiculed a neighbor girl in an effort to gain the approval of a certain group of kids she was with. She disclosed how embarrassed and ashamed she felt about that incident to this day. The students began to talk. The students shared their own stories, talking about times when they were harassed or when they harassed others. They talked about how they could do things differently. They discussed possible reasons why people are so mean. They talked about the difference between sexual harassment and flirting. They discussed what they could realistically do if it happened to them and what they could realistically do if they were caught up in peer pressure and harassing someone else.

Pam did not let stock answers by students slip by such as, "I would just walk on.." or "It doesn't bother me!" She recognized that students were trying to be tough, or have the right answer. She did not reject those answers but again, shared from her own experience about how she has difficulty in similar situations doing the right thing. Pam shared how hard it was for her as a

teacher to intervene in a situation she overhears in the hallways. "Sometimes I am confused and don't know what would be best for me to do...what you guys would want me to do" (2F-1). The discussions stayed open and sincere with students honestly looking at the role of harassment in their lives and how they can realistically cope with it. At the end of the day, the teacher's assistant thanked Pam in front of the whole class for sharing her own life with the them. She expressed how much easier it is to talk with Pam because she does that, and how it helps students trust her.

From reading the above accounts of Pam's and Dave's style of bonding with their students, one immediately recognizes that teacher/student bonding is an intense experience! It can be either a revitalizing or enervating experience, depending on the perceptions, skills, personal qualities and characteristics of the teacher and the personal and professional support available to the teacher. Because these two teachers' styles were so different, I became curious about the personal factors that Dave and Pam held in common which enabled them to interact with students on such an intense level and bond in such an effective manner. What are the personal characteristics and qualities of teachers who facilitate bonding?

Intrapersonal Characteristics

As I searched my data, similar characteristics began to emerge. I categorized these personal factors into intrapersonal qualities and interpersonal qualities. In the next section of the paper, I will share the intrapersonal characteristics that emerged from the data. Figure 4 gives short clippings from the data illustrating each of the intrapersonal characteristics. These intrapersonal qualities are often ethereal in nature and therefore hard to illustrate by a single short clipping from the data.

Genuineness and authenticity: The most vivid intrapersonal quality that stood out early in the analysis is the genuineness and authenticity of both Dave and Pam. Genuineness and authenticity is defined as being fully and freely ourselves without overwhelming other individuals (Carkhuff, 1984). Neither Dave nor Pam present a facade or phoniness that would misrepresent them. They do not use their position of authority as the teacher to define who they are in relation to others. They present themselves to students first as human beings, and second as teachers. They are unpretentious and unaffected. Dave's genuineness seems best expressed by his playfulness and honesty. He happily moves through his day

INTRAPERSONAL QUALITIES		
	PAM	**DAVE**
Genuineness and Authenticity	The day of the discussions on harassment, Pam sent a student, who had picked at a hangnail until it bled, to the nurses station to get a bandaid. She began to joke around about how she hated blood. Several students join in. They start poking fun at the trivialness of the "injury" making fun of the student. Suddenly one student noted that they are harassing the student. "We are doing the very same thing we were talking about." Everyone was immediately quiet. There was a pregnant pause as individuals realized the truth in the statement. Then Pam said, "I was doing it too. What a jerk you have for a teacher!" A student pipes up, "A cool jerk." *(2F-5)*	Dave's authenticity is best described by a parent I interviewed. She said, "He lets his humanity be seen by the kids. I think he does it by being so honest and willing to let people see him make a mistake. He is not afraid to be judged, of messing up in front of people. Kids are not afraid to make a mistake in front of him." *(IG-2)*
Inner Locus of Control	One time Pam was describing for me how she dealt with a very frustrating situation with student when both she and the student got mad. She had them both step outside the classroom to cool off. Then, she facilitated a conversation where she and the student acknowledged what had made them anger and what they each could do about the situation. She acknowledged her part in the conflict. *(4I-1&2)*	When asked how he handles permission slips, Dave responds, "I am bad. I am bad. Permission slips are a necessary evil. I let kids go on field trips without their permission slips. It is my choice. If something happened to them and a parent really wanted to be bad, I could be reprimanded and I would say I thought I had his permission slip." Notice, he does not blame the child, or the school. He assumes responsibility. *(4I-4)*
Flexible and Adaptable	I am not a teacher that has to be in control all the time. I am really willing to give up my directing the flow and let the flow be issue directed. I am comfortable with ambiguity because I know that knowledge is not black or white. I cannot pin my students' learning down to be in accordance with my learning objectives. Often students are getting something I did not plan for because learning is process-driven and not content-driven. Students may learn something I didn't even have in mind." *(2I-3)*	After a particularly frazzling day, with many different unplanned events happening, Dave said, "This is where I thrive, in places like this on days like this. It does not have to be this noisy, but I thrive in places like this." Just then another student comes in to talk to Dave. Then, several more students come in and start talking to Dave. A couple comes in and just sit and hold each other while Dave continues to clean up while talking to the students. The phone rings and Dave answers. I listen. I watch. I am amazed with how quickly he changes gears from one task to the next. *(3F-6)*
Humor	When Pam was facilitating the discussion on harassment, she flashed, "I feel like Oprah Winfrey" and she proceeded into a short impromptu vignette of Oprah. She raced up and down the aisles, holding a pretend microphone under the chins of different students, while she facetiously was asking questions. *(2F-2)*	After working several minutes with two students who were teaming on a project, Dave said to one student in the dyad study group, "Does your back hurt?" Both students looked at him somewhat confused. "My back Hurt? What do you mean?", the one student said. Dave replied, "From carrying him through this assignment." Both students laughed. *(1F-4)*
Non-judgemental Stance	"I think my life experience and maturity is a help to me. I don't over act to what the kids do, but take it in stride ... I am desensitized to lots of things younger teachers react to. For instance, wearing caps in class, or the word penis. The word penis does not make my hair stand up. I don't get excited about it." *(1I-5)*	"I had a kid once that said, 'Fuck you!' I said, 'Obviously there is something wrong with you so lets go in the back room and we can talk there.' In the back room he busted down because of his family situation. Inside me what was going on [was] 'Oh my God, this child needs help. What am I going to do to help him?'" Neither Pam nor Dave raise their voice when reprimanding a student. *(2I-2)*

Figure 4

with little attachment to a preconceived conception of how a teacher should behave. He continually interacts with students, moving from one student to the next in a friendly, unassuming, spontaneous manner. His interaction with students is open and honest. He hugs, he laughs, he teases, he reacts, he gets angry, he makes mistakes and then acknowledges his mistakes, he says the wrong things and then apologizes. He detaches and lets go of situations right after they happen. He is who he says he is.

Pam's genuineness and authenticity seems best encapsulated by her keen self-awareness and honest self-disclosures. With more clearly defined professional boundaries than Dave, she is more likely to assume a role as the teacher, but she does not hide behind that role. Within the teacher role, she is able to let the students know who she is as a "person," what she is thinking and how she is feeling. She does this through sharing appropriate self-disclosing stories, including sharing her mistakes and failures as well as her triumphs. She is not arrogant or pretentious, nor is she uncomfortable letting people know about her failings and limitations.

The next three intrapersonal characteristics that Dave and Pam hold in common---androgyny, inner locus of control, and flexibility and adaptability---are particularly interesting because of a curious serendipitous association. These characteristics are also held in common with resilient children (Werner, 1990). Werner, when isolating common characteristics of children, described the resilient child as an androgenous personality. Little boys are nurturing and caregiving as well as competitive and risk-taking. Resilient little girls are aggressively competitive and risk-taking as well as nurturing and caregiving. Werner also identified resilient children as demonstrating flexibility and adaptability and have a strong inner locus of control. It is curious that the resiliency we seek to nurture and sustain in young people may be a quality characteristic of the prosocial adults with whom young people bond.

Androgyny: Both Dave and Pam have androgenous personalities, demonstrating a balance in the feminine care-giving and the masculine risk-taking characteristics. Dave was a college football player who describes himself as "always [being] a caring, sensitive person." He competently breaks up fist fights, confiscates guns or intervenes in verbally explosive situations with confidence and knowledge of his ability to protect himself. Yet, he is keenly aware and sensitive to the needs of the students around him. Pam was a very

successful business woman in a competitive glass manufacturing business for fourteen years before she became a school teacher. She was the only female member in the Glass Manufacturing Professional Association. Yet, she too has a keen empathy and compassion for the needs of students around her.

Inner Locus of Control: Another characteristic Dave and Pam hold in common with resilient children is an inner locus of control (Werner, 1991). An inner locus of control is one of those ethereal qualities that is hard to describe. It is evident that an individual has an inner locus of control when he or she assumes responsibility for how he or she is behaving and engaging in life. In interviews, both Pam and Dave readily assumed their responsibility for what was happening in their lives. They acknowledged ownership of choices that created change or turmoil in their life. They did not project blame on the administration, the kids or whoever. They were confident that they can affect what is happening to them.

As is common with individuals with an inner locus of control, neither of these teachers are "people pleasers." Their lives are not controlled by the fear of hurting someone's feelings or losing someone's affection. I watched Pam graciously tell two male teachers to leave her room when she was in the middle of the harassment discussion with her students. The teachers felt rebuffed, but got up and left. I heard Dave acknowledge that all the students do not like him.

> Some [students] would say that he is a great guy, some would say that he is not right, he messes with me too much...Any time you are going to be a strong personality, you are going to have different attitudes. (4I-8)

Flexibility and Adaptability: Flexibility and adaptability are also characteristics associated with resiliency in children (Werner, 1991). Pam's flexibility shines in her teaching style and curriculum. She uses teachable moments. She adapts very quickly to what happens in the classroom. She values flexibility and wants "to find more ways to fuse [her] curriculum with student directed learning" (1I-3).

Dave's flexibility is demonstrated by how quickly he shifts gears and moves from one student's concern to the next student's concern. He has a high tolerance for confusion, noise and disorganization. He also has an open, adaptable classroom management style that many teachers would judge as too permissive. He believes that with inner city kids, "you can not be strict because they would just get up and leave." Dave pointed out that for inner city

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kids, compulsory education is a law "in name only." No one goes after them and hauls them back to school. He thinks "[his] style would be too permissive" in the suburb schools. Dave becomes less flexible when a student's negative behavior will have long-term negative effects on the student or other students (e.g., shirking his or her responsibility to get assignments in, coping with life stresses in ways that will either hurt him or her or another person).

Humor: Dave and Pam enjoy their jobs and you can see it on their faces and feel it when you talk to them and watch it when they teach. For both of them, they are just a few steps removed from being comedians, and only one step from being a "ham." They both present lessons with humor, motivate and manage the classroom with humor, and dialogue with students using humor.

Nonjudgmental Stance: A nonjudgmental attitude is characteristic of both Pam and Dave. Several times I would catch myself silently reacting to a student in a somewhat judgmental manner, only to feel embarrassed when I heard different words coming from Dave and Pam conveying acceptance and nonjudgment. The vulnerable, high-risk population Dave works with would tax most teachers' patience. I observed and listened in admiration as Dave continually demonstrated his acceptance and unconditional regard for each student. He explained to me he tries to figure out the rationale behind the student's behavior, and reacts to that, rather than judging the child.

Enthusiasm: With both teachers, one can literally see and feel the creative energy being expended. Pam describes herself as "incredibly enthusiastic and high energy about what I do." When Dave lectures it is as if he is going to burst with the information. They enjoy what they are doing. It is easy to see these teachers as enthusiastic.

Interpersonal Skills

As with intrapersonal skills, Dave and Pam held several interpersonal skills in common as well. The four most prominent are communication skills, empowering skills, problem-solving and conflict resolution skills and respectfulness. In this next section, I will briefly describe how I see each of these skills manifested by the informants. Figure 5 displays data that illustrate my insights.

Communication Skills: One of the most pervasive skills Da and Pam hold in common is effective communication skills. It is basic to all other interpersonal skills, (e.g., empowering, problem-solving, resolving conflicts, and

INTERPERSONAL QUALITIES		
	PAM	**DAVE**
COMMUNICATION *Student Comment*	"Well, there are teachers that always say if you have a problem you can come to me, but you never go to them ... Until you see the caring in the person you don't start believing and trusting them. You can really trust her. You know she is not going to tell anybody else about things like I was telling her..." *(KI-3&4)*	"He listens, and he doesn't get excited enough to get all angry at you or nothing. He'll just help you try to figure out a way to solve that problem. *(HI-5)*
COMMUNICATION *Parent Comment*	"She is a very good active listener, and she listens to the kid's-point of view and side of the story and is not afraid to talk about how other adults have made poor decisions, crummy comments and actions." *(CI-2)*	"He is open to talking to students about personal things. He is someone who somehow makes it easy for kids to go and talk to when they need someone to talk to." *(VI-3)*
EMPOWERING STUDENTS	"They [students] have to understand the process of how consequences work. I think if you are real clear with explaining the procedures with them and outlining what the boundaries are and then negotiate the consequences or somehow, right at the beginning, set up what the perimeters are and then, be real consistent. Let them know when they exceed the boundaries, and remind them of the consequences they all decided on. Remind them of what they already know. That is a good technique for this age group. *(4I-4)*	"You know something, this is a free atmosphere and you need to learn that you started this project with this person. In the future, if you do not want to do a project with this person, you have to deal with how you are going to get out of working with this person." *(4I-3)*
PROBLEM-SOLVING	"I learned [problem-solving] skills by honing business negotiations . In the chapter we just finished, I tried a different strategy on how to do the assignments, and it wasn't really successful. So, I am having them think of alternatives to that, and we are going to discuss them on Monday and vote on what would be a more effective way to cover this material so that they feel they can get the material and it is more enjoyable." *(4I-4)*	"[I] guide them in seeing how to handle it like an adult would. Maybe you want to think about not coming across like this, or maybe you need to take responsibility and do this. If you are having problems with this teacher and this teacher is dogging you, then you really need to go up and have a talk with her. I wouldn't run to the principal. That doesn't help. Go to [her] and say you are really concerned, and talk to the teacher like an adult." *(4I-5)*
CONFLICT RESOLUTION	"I had a student [with whom] I felt we have a personality conflict. Whatever I did, this student bucked it. I called him in and said we need to figure out how we can work together here. I feel like everything I ask you to do you say NO on principle and that makes me angry and I don't like being angry. He said, 'I feel some of the things you ask me to do are unreasonable.' And I said, 'OK, let's look at that. Maybe they are.' We went through the process of why you are acting the way you are acting. And I told him how it made me feel as a teacher when he acted that way ... I worked with him so we could have a smooth classroom." *(3I-4)*	"Unless somebody smacks someone, I do not call VP or security, I deal with it there as effectively as I can. You can resolve it right there. I see that as one of my roles. I am teaching them how to resolve conflicts as well as biology. If I taught them that the only place to resolve a conflict is down in the office, then I have not taught them to resolve conflict for themselves." *(2I-2)*
RESPECTFULNESS	When students forgot to bring from home items to assimilate an archeological dig, Pam had them brainstorm in their teams a plan on how they could insure that they would bring all the items for the assignment to class the next day. They then shared their plans with the whole class, with Pam affirming the ideas. Pam did not criticize, nag or tell them what they had better do to make sure the items were here the next day. Rather she showed respect for their ability to put a plan together that would work for them. *(10b-2)*	"These kids are adults. They have already made more decisions in their life than you or I have had to. You can't treat hem like kids, but like adults. Take, for instance, that kid sitting up there studying. (Dave pointed to a small boy quietly studying.) He is a gang member and has been faced with situations you or I have not dreamed of." Surprised, I commented on how small he was to be a gang member. Dave said, "The gun is the equalizer." *(20b-2)*

Figure 5

demonstrating respectfulness.) Dave and Pam are good listeners. They know how to validate another individual without necessarily approving of their behavior. Affirmation of Dave and Pam's communication skills is best illustrated with comments by parents and students. All four participants mentioned how easy these teachers were to talk to regarding difficult issues.

Skills to Empower Students: Empowerment is enabling another to act in his or her own behalf. For both teachers, the very essence of their ability to develop healthy bonds with students is founded in the belief they hold that each student has the capability to enact in his or her own behalf. Dan views his students as adults and acts accordingly. "These kids are adults. They have already made more decisions in their life than you or I have had to. You can't treat them like kids, but like adults" (4I-4&5). Pam respects a thirteen year old student's right to make choices about what he or she wants to happen in his or her life. "If you are happy with that [grade] and your parents are happy with that, then I am happy with that. That is a choice you have made. You are thirteen years old. You have got to make these choices" (4I-2&3). These types of messages communicate respect for each student's ability to manage his or her own life, with unobtrusive support from an adult.

A principle for empowering young people is to provide them with opportunities to perceive that they have influence over what happens to them (Glenn, 1982). One of Pam's primary strengths is how she empowers students by working with them through curriculum, classroom management, and discipline decisions. For instance, with classroom management, she negotiates ground rules and the consequences if those rules are broken prior to an infraction. When a rule is broken, students recognize that because of their behavior, they are responsible for having consequences imposed on them. Pam is firm, fair, and consistent in enforcing the consequences. As an example of enforcing the consequences fairly and consistently, students understand that they must have permission slips to be released for field trips. Students who forget permission slips for field trips do not go, no excuses, no alibis, no pleading. Emphasizing the point of fairness and consistency, one student, who had bumped heads with Pam at the beginning of the school year, said, "When she disciplines, she does it fairly. She is strict. When she disciplines you, you really have done something wrong" (NI-3).

Pam empowers students through the curriculum using several different approaches. When she does not like how a lesson is going she asks students for suggestions for better strategies to do the assignment so that they will be able to grasp the concepts...and she implements their suggestions. With new units, she has students brainstorm what they already know about the subject and then she writes down their ideas on an overhead. By doing so, students develop confidence that they already have a basic understanding of the subject and are just moving to a higher level of understanding.

Dave also understands the concept of empowerment and employs it daily. When disciplining, he knows that "dogging" them or calling their parents in order to discipline them is not effective in the long run.

> This is all extrinsic forces working on this child to get the job done. When they get out in the real world and they go to the University or they get a friggin' job, the extrinsic forces are not there...you can't depend on the boss to keep on you. They may remind you four or five times...After four or five times that dude is going to say, "You need to find another job.". (4I-9)

When conflict erupts into serious physical confrontation between two or more students, Dave sends them home for the day to cool off or to the Vice-Principal. At first glance, this choice of action seems contradictory to the principles of empowerment. However, this choice of action is congruent with crisis intervention theory. Crisis intervention theory advocates stepping in and making decisions for the affected individuals when emotions run high. In educators' terms this means it is best to wait for the teachable moment.

In Dave's classes students often work in groups. When students come to him asking him to change a member in the group because they cannot get along, Dave has them figure out how to resolve the conflict. This helps teach students how to get along with their schoolmates.

Problem-Solving Skills: Problem-solving skills involve a critical thinking process where one focuses on possible solutions by identifying the pros and cons of an action or decision, weighing these pros and cons before deciding on an action plan or solution. Dave's teaching style focuses on developing problem-solving skills and conflict resolution skills in his students. When students come to him for advice or confide in him regarding a dilemma they are in, he guides them through the situation the way an adult may problem-solve and handle the situation. In his daily connection with students he has his students reflect

on how their behavior is getting their needs met and if there is not a more adult way to get those needs met. He takes time to lead a student through the thinking process, rather than simply telling him or her how to solve the problem. Pam also demonstrates her problem-solving skills on a daily basis. She often teaches students how to problem-solve by involving them in curriculum or classroom management decisions.

Conflict Resolution Skills: Conflict resolution is a more intense problem-solving strategy requiring communication skills as well as critical thinking skills. Dave and Pam both have strong conflict resolution skills. Both see themselves in key roles as mediators for conflict resolution in any situation they find themselves. If conflict arises at meetings they are attending, both Dave and Pam speak up to help resolve the conflict.

Respectfulness: Like effective communication skills, the interpersonal quality of respectfulness permeates Pam and Dave's interaction with students. Respectfulness means the ability to communicate regard for the ability of others to manage their own lives, suspending one's own frame of reference and concentrating on the students. Dave and Pam exemplify respectfulness when they empower students and when they take time to listen to their concerns and dialogue with them in a safe, nonjudging environment.

Dave views his students as adults. Pam extends to students the opportunity to make their own mistakes and live with the consequences. These teachers communicate respectfulness by believing students are doing the best they can given their developmental level and external factors and acting accordingly.

Revitalizing Sources

Dave and Pam work very intensely with students. The intrapersonal and interpersonal qualities they possess may help them work effectively with students in such a fervent manner, but working intensely with students can be an enervating experience! This brings me to another research question: What sustains and revitalizes teachers who facilitate healthy bonds with students? After analyzing the data, three main categories emerged for organizing sources for revitalization: 1) rewards for teaching; 2) healthy intrapsychic coping mechanisms; 3) perceptions of support from the workplace context. Utilizing these three categories, the next section of this paper will briefly discuss Dave and Pam's primary sources for revitalization.

Rewards for Teaching: For Dave and Pam, the major source for personal

SUPPORTING WORK CONTEXT	REVITALIZING SOURCES	
	PAM	**DAVE**
Love for Students	"The kids support me in revitalizing myself. They are a real treat. There is almost never a day that I don't have something to smile about. They make me laugh. They make me mad and upset, but mostly I laugh. I really like them." *(4I-9)*	"I revitalize myself by being with the kids and doing stuff with them. *(11-4)* If I really want to revitalized myself, after school I just hang around with the kids. I feel good then ... The kids make me laugh and have a great time." *(4I-10)*
Administration	"[This school] gives you a sense of family, a sense of community. The administrators help to foster that. Where I taught last year the school is not the same. The principal here goes out of her way to recognize people's contributions and she does not play favorites. She is very fair and she supports personal and professional growth in a professional business-like manner. *(3I-5)*	When asked about how the school encourages him, Dave replied, "The freedom that is allowed me to try new and innovative things and I am free to teach new assignments and maybe fail. Not everything you do is going to come off like you want it too." *(2I-3)*
Colleagues	"I have great colleagues. People here really, really care about kids." *(4I-9)*	"What revitalizes me are the teachers that I can laugh and talk with, and I know that we are there for each other. You don't need fifty people, just three or four or five people that you can just sit down and talk, 'I had a terrible day today, this kid did this or that.' Or, 'How would you handle this situation?' You can go for advice without having to be defensive, or worrying about where the information is going after that." *(4I-11)*
Enervating Factors	"All of a sudden the bell rings and you have to zip it all up after you get the kids talking and sharing. Only fifty minutes to explore and share hardly gives the students time to drop their emotional baggage so they can talk. You have to do this type of shifting all the time and it is hard for both teachers and students. It is a stressful environment in which to learn." *(2I-4)*	"I am sorry. I have worked in private industry and education. And I have never seen anywhere in my life than in education more pettiness and backstabbing. Instead of helping and nurturing teachers, teachers will destroy other teachers. Oh my God. They are the most petty people I have every met in my life." *(4I-11)*
INTRAPSYCHIC COPING MECHANISM		
IntraPsychic Coping	"I reflect on a situation to learn. I look at the whole picture and reflect on the implications. I am willing to look and ask the questions." *(2I-3)*	"I don't take myself that seriously. Sometimes when you take yourself too seriously, you can get frazzled ... Inside, I am really good at detaching and not taking things personally." *(2I-283)* "I get hit with so much stimuli all day that those things [interaction with student where student does not feel accepted] just roll. Those things just roll off me. I would get overwhelmed otherwise." *(3I-4)*

Figure 6

revitalization is the students. Clearly, the students are perceived as the most energizing element in their workplace environment and provide Pam and Dave their greatest rewards for teaching. Research by Lortie (1975) and McLaughlin (1993) confirms this same observation. "By teachers' reports, student are the workplace "context" of greatest consequence (Mclaughlin, 1993)." Pam and Dave are revitalized by their caring and concern for the students.

Healthy Intrapsychic Coping Mechanisms: Both Dave and Pam have healthy coping strategies to deal with stress. These healthy coping strategies provide them with techniques for revitalization. Dave's primary intrapsychic coping mechanism is detachment and letting go of control of the situation. He uses friends as sounding boards. "They are there to help me vent, not to solve the problem." Pam has different coping strategies. She is more likely to use self-reflection to gain an understanding and identify where she is accountable for the stress and then act to remediate the situation. She recognizes she is in charge of her feelings and reactions to a situation even if she is not in control of the situation. She has close friends for support and assistance in problem-solving difficult situations. Unlike Dave, Pam refuses to take schoolwork home. She will work late, but when she leaves the school grounds and enters her home, work does not come with her.

Pam and Dave come from very different family backgrounds which affect their reactions to stressful situations and influences their coping techniques. Dave comes from a close and supportive family to whom he attributes his secure emotional base. He is confident and is not easily flustered by a situation. Pam comes from a dysfunctional family. In her early thirties, she dealt with much of the trauma from her family background in professional therapy which accounts for her secure emotional base. She attributes her sensitivity to the traumas of the students to the awareness she gained through her therapeutic work with her family experiences. Because she has dealt with her family issues rather than deny or minimize her family situation she is able to see students' traumas without getting overwhelmed or enervated. Pam values the therapeutic process. If a painful, traumatic event were to emerge today, Pam says she would seek professional counseling again to help her resolve the trauma and pain.

Perception of Support from Workplace Context: Pam enjoys her peers and the feels supported by the administrative staff of her school more than Dave feels support from his workplace context. Consequently, the workplace context provides

Pam more of a source for support and revitalization than for Dave. Pam sees the goals of her school as congruent with her goals as a teacher---to invest effort in the emotional and social development of the student as well as their cognitive development. She supports the direction the administration is moving the school, e.g., team teaching, learning blocks, student/parent/teacher problem-solving teams. She enjoys her colleagues and has respect for them.

Dave sees the freedom the administration gives him with classroom management and curriculum development as the primary support he receives from the school. Dave does not perceive the goals of the school as congruent with the goals he has as a teacher. Dave values the input and support of the few teachers he perceives as competent and trustworthy. He has little tolerance, though, for the pettiness he sees among other teachers and staff and the politics of the environment. While the pettiness Dave perceives in the work environment enervates him, the regiment and disruption of the bells in the work environment enervate Pam.

CONCLUSIONS

Teaching children who come to school emotionally and socially depleted is one of the primary challenges that face today's educators. Developing close and trusting relationships between students and teachers may be an important technique to allay this challenge. John Goodlad (1990) says:

> "The moral responsibility of educators takes on its most obvious significance where the lives of teachers and their students intersect. The complexity of this relationship is such that there is little likelihood that someone will simply acquire---through the gaining of common sense and the process of growing up---the skills, understanding, and sensitivities necessary to make this relationship work."

This research begins to describe some important variables in the complexity of the relationship where the lives of teachers and students intersect. It yields important information for teachers, special service staff members, school personnel, school administrators, teachers, and educational policy makers about nurturing resiliency in young people. The study begins to clarify what teachers do that facilitates bonding with young people and how teachers garner personal and professional support for themselves in the process. It begins to describe the skills teachers and student teachers may want to cultivate if they want to develop close and trusting relationships with students. It begins to describe for

administrators interested in student personal growth as well as cognitive development what teacher qualities, characteristics and skills they need to look for when hiring new recruits. It touches lightly on the work environment that supports teachers who nurture. It gives support to many of the educational reforms already expounded such as personalized education, lower student/teacher ratios, collaborative learning, block learning.

Possible Implications and Future Research Opportunities

Observing two teachers who facilitate bonding using very different styles, provided a rich learning opportunity for me. The bonding styles of Dave and Pam can be replicated by other teachers, depending on the teachers' personalities and their personal styles. These bonding styles can be taught to teachers interested in developing close and trusting relationships with their students. In the future, expanding the study to include more key informants may give more options for teachers' styles for bonding effectively, accommodating additional teaching styles and personalities.

If teachers are to successfully cultivate skills for bonding with students, common perceptions of the learning process and the role of the teacher will need to change. Both Pam and Dave view their subject matter as a vehicle for the most important learning---how to get along with our fellow human beings and how to live a productive, fulfilling life. To place subject matter as second in importance to personal growth needs, teachers need to think of learning as an intrinsic, personal process of knowledge construction and teaching as guidance for the construction of personal knowledge. The commonly held perception is that learning is the accumulation of facts and truths, and teaching, in turn, the dispersion of those empirically verified facts and truths. As David Cohen (1989) points out, most teachers are rooted in the belief that knowledge lies outside the individual. It is the teacher's responsibility to expose young minds to this knowledge. He discusses these contradictory perceptions of learning and teaching as a key barrier to the widespread adoption of many student-centered educational reforms. Schools may reorganize to support the former perceptions of learning and teaching, but for successful integration of teacher and student bonding into teaching styles, teachers need to shift their perceptions of the learning process and the role of teaching to endorse the student-directed model.

To support teachers nurturing and sustaining bonds with young people, schools need to value student emotional and social development as well as

cognitive growth. Emphasis on time-on-academic-task needs to be balanced with policies supporting the goals of personalized education, e.g., teamwork among teachers, parents and students for problem-solving strategies, low teacher/student ratios, positive acceptance of diffused teacher roles (McLaughlin et al, 1993). McLaughlin says the personalized education environments best supports teachers who work intensely with students' emotional, social and cognitive development. As I observed, administrations who leave teachers alone is one level of support. More support for teachers comes from school administrations that encourage and foster student personal growth goals.

Dave and Pam work with very different student populations. I am curious about the impact of student demographics on teacher styles for bonding. Would Pam's style for bonding using primarily self-disclosure in a safe environment work in an inner city high school? Would Dave's open permissive classroom affording him quality one-to-one time with students work in a suburban junior high school? Are there students so damaged by their familial and social backgrounds that they cannot bond? I wonder if different combinations of the personal factors and work context factors affect the ability to bond as they are combined in different ways. I am curious if there are personal and work factors more powerful than others and which are the most powerful. The bonding process may be a very "messy" interactional phenomenon. Identifying a "how to" for teacher/student bonding may be difficult without qualifying the bonding style with the characteristics of the work environment, the personal factors of the teacher and the demographics of the students with whom the teachers are working. Future studies with more key informants may begin to respond to these concerns.

A curious serendipitous pattern that emerged from the data is the similarity in traits associated with resilient children and those of the key informants. Can this be a factor in why prosocial adults nurture resiliency in children? It may be that prosocial adults are "resilient" adults. Prosocial adults may model resilient attitudes. If this pattern holds consistent when observing more teachers, it carries some interesting implications for future educators interested developing resiliency in students or in hiring teachers who can nurture and sustain resiliency in students. If we can identify the characteristics of resilient adults we may be able to encourage the development of these characteristics in adults who want to bond with students and nurturing resiliency in their students.

I conclude this study with a quotation from Dave, which offered me another perspective on valuing teacher/student bonding. Teachers who develop bonds with students provide a buffer for students in a high-risk society. But, is it good to have all teachers know how to nurture? When students graduate into the working world they will not be surrounded by bosses and working peers who reach out and nurture them. They need to learn how to get along with all types of people, who relate in many different styles.

> They [students] don't need everyone to be their counselors, or parents, or friends. Sometimes they need people to be their teacher. That is why I never dog teacher for style. You need a diversity of people within a school. You can't have a whole bunch of nurturing teachers. Oh my God! That would just be a pain in the ass! You need some bad asses there, some people to hate, to not be their friend. Sometimes they are really effective teachers. You have to have balance. A perfect faculty is a balance. (Dave, 1993)

Dave's insight provides me with hope. Young people do need more prosocial, positive adults with whom they can bond. Because of the erosion of the infrastructure for nurture, they do not have the cultural and psychological foundation upon which to develop healthy emotional lives. The need for teachers to develop the skills for bonding and assume a role with the necessary intergenerational bonding of children is clear. And, it is hopeful to acknowledge that not all teachers need to choose to do so.

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APPENDIX

DAVE

Question	1 Strongly Disagree	2	3	4	5	6 Strongly Agree
I feel close and trust th is teacher	1	5	7	15	27	58
I feel my teacher listens to my concerns when I talk to him or her	2	7	8	19	30	42
There are qualities my teacher has that I would like to develop within myself	6	5	8	28	32	28
Even when I schedule time to talk to my teacher, I get the feeling I am taking too much of his or her time	32	7	19	28	3	8
My teacher has high expectations of me but I am capable of achieving them	13	7	10	20	26	34
When I have done something wrong, my teacher doesn't listen to me side	67	14	10	4	7	6
I trust my teacher will help me when need help with school problems	3	5	8	10	28	57
I do not like my teacher	90	7	1	3	5	5
My teacher embarrasses me for not knowing the right answer	71	18	6	6	3	6
My teacher is fair in dealing with students with their school problems	6	1	7	10	36	47
In solving classroom problems, students suggestions are followed	2	6	15	42	22	19
I do not look forward to being in this teacher's classroom	78	18	9	5	2	4
If some of my friends want me to ignore a fellow classmate and my teacher asked me to help this classmate with homework, I would do what my friends what me to do	51	18	23	4	6	3
I do not feel safe sharing my thoughts and feelings with my teacher	36	25	15	9	16	6
My teacher can control the clasroom without embarrassing any student	18	8	13	6	38	41
My teacher is interested in what I do outside his or her classroom	13	13	11	24	12	6

I do not feel respected by this teacher	79	11	4	7	8	3
This teacher does not help me to enjoy learning	84	7	4	6	4	4
I usually like school	12	6	12	37	23	22
I feel my teacher really cares about me as a person	2	3	10	12	25	12
I enjoy spending free time with my teacher	13	8	24	16	18	23

PAM

Question	1 Strongly Disagree	2	3	4	5	6 Strongly Agree
I feel close and trust this teacher	1	1	7	16	41	60
I feel my teacher listens to my concerns when I talk to him or her	0	1	7	16	37	64
There are qualities my teacher has that I would like to develop within myself	7	3	15	34	40	27
Even when I schedule time to talk to my teacher, I get the feeling I am taking too much of his or her time	41	26	10	7	10	3
My teacher has high expectations of me but I am capable of achieving them	1	6	8	26	39	44
When I have done something wrong, my teacher doesn't listen to me side	58	28	13	9	7	1
I trust my teacher will help me when I need help with school problems	1	3	8	9	26	77
I do not like my teacher	106	12	5	3	0	0
My teacher embarrasses me for not knowing the right answer	85	17	12	7	3	1
My teacher is fair in dealing with students with their school problems	1	3	4	18	28	69
In solving classroom problems, student's suggestions are followed	4	6	10	31	40	33
I do not look forward to being in this teacher's classroom	100	16	6	1	2	2
If some of my friends want me to ignore a fellow classmate and my teacher asked me to help this classmate with homework, I would do what my friends what me to do	52	41	18	5	4	1
I do not feel safe sharing my thoughts and feelings with my teacher	42	23	17	18	13	9
My teacher can control the clasroom without embarrassing any student	6	4	6	15	42	52

My teacher is interested in what I do outside his or her classroom	3	9	20	25	25	37
I do not feel respected by this teacher	83	24	7	6	4	2
This teacher does not help me to enjoy learning	97	13	3	5	6	2
I usually like school	5	16	9	18	35	34
I feel my teacher really cares about me as a person	1	5	11	11	33	64
I enjoy spending free time with my teacher	30	10	11	27	20	26

DRAFT OF FIRST INTERVIEW OUTLINE WITH TEACHERS 3/2/93

GENERAL BACKGROUND INFORMATION

-age
-gender
-prior work experience
-educational background

TEACHING PROFESSION BACKGROUND

-what attracted you to the teaching profession?
-what characteristics about the teaching profession are most attractive to you?
-what experiences influenced your choice?
-length of time teaching
-what was the process of becoming a teacher like for you? e.g., where did you get your degree? what did you think of teacher education? what was most valuable for you?
-professional development and training background
-any thoughts or plans to leave the profession?
-any plans for the future that may impact your career?
-how would you describe yourself as a teacher?
-what do you self-assess as your strengths as a teacher so far?
-what do you self-assess as areas you would like to see growth?
-what do you see as your purpose as a teacher?

GRAND TOUR QUESTION

-I would like to get a general picture of what you do in the course of a day, not necessarily the very special things, just the routine type of things. Take today, for instance. What did you do? When do you arrive at work? What is the first thing you do? When do you start to interact with students? Do you eat your lunch with staff, alone? During the day, what kinds of things do you do to revitalize yourself? What kinds of things has the administration plan to help you get revitalized? What kind of informal networks do you use to revitalize yourself during the day? Any special privileges as a teacher you use during the day? What is your first period? What age bracket?

DRAFT OF SECOND INTERVIEW OUTLINE WITH TEACHERS 3/1/93

In this interview session, I am interested in knowing a little about familial and personal historical backgrounds influence teachers' beliefs about their role as a teacher. Would you mind if I asked you some personal questions about your personal and family history? Please feel free to pass if you are uncomfortable and you may delete any information you wish at the completion of the interview.

SOCIO-EMOTIONAL BACKGROUND

-what was the educational backgrounds of your parents?
-what was their attitude about you becoming a teacher?
-briefly characterize your childhood upbringing?
-what have you learned from your family experience that is particularly helpful for you in working with kids the way you do?
-if there are family experiences that are painful experiences or there is dysfunction in the family, how have you resolved/resolving those experiences?
-how do you resolve painful or traumatic experiences that may happen today or in the present time? Who supports you?
-when conflict erupts in the classroom attending, what goes on "inside" you and what do you do one the "outside"? How do you usually try to resolve it?
-when conflict erupts in meetings you are attending, what goes on "inside" you and what do you do on the "outside"? How do you usually try to resolve it? If it is directed towards you? If you are not directly involved?
-how would you describe your comfort-level with ambiguous situations? with situations out of your control? How do you normally behave in these situations? How do you strive to behave?
-what self-talk messages run through your thoughts when you have made a mistake, any type of mistake? When you don't know an answer and feel you should?

CONTEXTUAL WORK ENVIRONMENT FACTORS

-do you like coming to work here? What about this school and the school district make it a nice place to come to work? or not a nice place to come to work?
-do you feel the students like coming here? What gives you that impression?
-what special things about this school help you to be an encouraging and supportive teacher? What things create barriers for you in developing healthy, nurturing relationships with students?
-do you think your peers, the other teachers, like working here? What gives you that impression? Can you give me an example?
-do you see this as a professionally rewarding environment within which to work? If so, what kinds of things are provided for you to make is a professionally rewarding environment? If

not, what things are done to make this environment not professionally rewarding?

-do you think your peers view themselves as professionals? What criteria do they used to define themselves/yourself as professionals? Does the administration support teacher professionalism? Examples?

-are faculty weekend retreats provided? If so, what are some of the topics you cover?

-are teachers given flexibility within their work schedules to accommodate their personal and professional needs?

-does this school encourage and support teamwork among teachers and staff? If so, how does it go about doing that?

-are there communication channels established for teachers and a particular student to work together on the problems presented by the student, e.g. weekly staff meetings? core teams? behavioral problems, academic problems? How do teachers get together to talk over the problems they have with a student they have in common?

-what kind of attendance problems do you have here?

-what the average size of the classroom? Are you able to establish and maintain personal contact? Is the district striving for smaller classrooms?

-are community and business leaders involved in the school in a helpful way for the teachers?

-is this a site-based managed school with teachers having control and influence over what affects their practice?

-is one of the primary missions of this school include personal growth of the student? What are the other primary missions?

Now, reflecting on your school policies:

-are there any policies that encourage the teacher's role with students to be diffused beyond the classroom? Examples?

-what about the discipline policies? Are they supportive of teachers' efforts to develop healthy caring bonds with students? In what ways?

-how are students informed of the discipline policies? Are they applied fairly and effectively, as far as what you hear?

-do the discipline policies incorporate concern for the individual and individual situations or are they applied uniformly "across the board"?

-are contracts negotiated with students making them responsible for seeking and using the different opportunities available in this learning environment?

-any comments you want to make about your work environment influence on your effectiveness at developing healthy relationships with your students?

PERCEPTION OF HIGH RISK KIDS

-types of characteristics that define high risks kids?
-societal conditions that contribute "high risk" characteristics?
-awareness of high risk kids in your classroom?
-what services are the responsibilities of teachers to provide? can you give me an example of when you have helped a high risk student in this way, if you have had the opportunity?
-types of services needed by these young people in general?
-previous experience working with high risk young people? can you tell me a little about those experiences?
-what is your comfort level dealing with an acting out, or rebellious high risk kid--of the same ethnic background, of different ethnic backgrounds?
-how do you work with other professional outside of school, eg. social workers, doctors, mental health workers, housing authority, with a common child as client? Can you give me an example?
-what are the prognosis for these kids? with services? without services?

DRAFT OF THIRD INTERVIEW OUTLINE WITH TEACHERS 3/1/93

OPPORTUNITIES TO NURTURE

RITUALS AND TRADITIONS

-describe something you and students do ritually either every day or every week or every month
-describe a tradition/s you acknowledge in your classroom
-describe routines, customs or teaching practices you methodically incorporate into your curricula? These are the kinds of things that students say, Mr/s._____always does _____ when s/he teaches. Why have you chosen to do these things?

QUALITY OF TIME

-with #___ students how do you create quality time with each of your students?
-how much time do you spend with your students outside of class? off school grounds? Give me an example of spending time with students outside of class or off school grounds.

COMMUNICATION

-Remember a recent interaction between you and a student where he/she did or did not feel understood. What did you do that you feel good about? What would you like to do differently next time, if anything?
-Remember a recent interaction between you and a student where he/she did or did not feel accepted. What did you do that you feel good about? What would you like to do differently next time, if anything?
-Remember a recent interaction between you and a student where he/she did or did not feel affirmed. What did you do that you feel good about? What would you like to do differently next time, if anything?
-give specific examples of how you and students participate/d successfully or unsuccessfully in each of the following interpersonal skills:

cooperate---work together for a common goal
negotiate---give and take, resolve conflict, etc.; how do you usually resolve conflict with a student? Can you talk about a conflict that you wish you had handled differently? What would you do differently now that you have the hindsight?
share---include students in your experiences and activities
empathize---convey understanding of the student's feelings and needs
listen---understand what a student is saying from his/her point of view
communicate---exchange an understanding of each other

-what are some of the ways you facilitate positive communication between students? do you have a specific example?

DRAFT OF FOURTH INTERVIEW OUTLINE WITH TEACHER 3/1/93

VIEW OF STUDENT

-what kinds of things do you do that give students opportunities to feel like they are contributing to their school experience
-what kinds of things do you do that give students the perception that they are capable and a good "resource" for themselves

DISCIPLINE

-describe how you typically interact with a student who is experiencing angry feelings
-give an example or a description of how you would handle the following:
    -a student who keeps promising to do his/her homework but comes to class every day with excuses
    -a student who chronically comes late for class (not first period)
    -a student who forgets permission slip for a field trip
-can you recall a discipline situation that you felt particularly good about how you handled it? What about a discipline situation you wish you had handled differently? Using your hindsight again, what do you wish you had done differently?

BOUNDARY DEFINITION

-how do you think teachers can help students gain the perception that they have some power over what happens to them in their life or are responsible for what happens to them in life? Please give me an example. Any personal examples?
-in terms of your classroom management style, would you characterize it as permissive, authoritative or authoritarian? Give me an example of situation in which you disciplined a student using your preferred style

ROLE MODEL

-teachers are role models for students. what kind of role model or qualities are you trying to project?
-how does your behavior change as you acknowledge yourself as a role model? can you give me an example?
-seeing you through the eyes of your students, how do you think they would describe you?
-give an example of how you help your students identify other role models and learn from role models

ASSESSMENT AS A NURTURER

-what do you believe are the qualities of a healthy, caring relationship between student and teacher?
-how important is this student/teacher relationship in your mind?
-what beliefs about the teaching profession do you feel teachers need to hold in order to work with students the way you do?

-what special experiences can you identify that prepared you to relate with students the way you do
-do you get an opportunity to know who your students are outside of class? How do you do this? Can you give me an example?
-are there certain kinds of students that are easier for you to support and encourage than others? Can you give me an example?
-if you were giving advice to a beginning teacher, what would you say to encourage him or her to develop nurturing relationships with students
-what behaviors and attitudes do you think are most important for nurturing in you profession?
-describe a situation where you tried to be nurturing, but it did not seem to work. With hindsight, can you analyze what happened? Why it seemed to fail?

GENERAL

-what are the key ways you keep yourself from becoming socially and emotionally depleted in light of the number of students who may be emotional drains on your energy
-what are the key factors in your work environment that support or constrain for you in revitalizing yourself?
-how long do you feel students stay bonded to you? how do you deal with the increase of students who become bonded to you year after year?

OPEN-ENDED, NON-STRUCTURED QUESTIONS THAT EMERGE FROM OBSERVATIONS

PARENT INTERVIEW 2/15/93

I am studying the attitudes and behaviors of teachers that create healthy, nurturing relationships with their students. Mr/s._____ recommended I speak to you as a parent who might help me understand what s/he does that helps him/her develop a feeling of closeness and trust with his/her students. Any insights you share with me will be helpful. Please feel free to interrupt the questioning process at any time if any ideas, examples, inspirations strike you. I am really interested in understanding what Mr/s._____ does that helps develop a nurturing relationship. Anything you are aware of will a help to me.

I have developed some questions that may help you focus on Mr/s._____ nurturing behavior, but it is not a requirement of the research that I stick to this format. Any question that you do not understand, please to not hesitate to ask me to clarify what I mean.

BACKGROUND QUESTIONS:

How many children do you have?
What are their ages?
What grades?
First name of child in Mr/s._____class?
Any other children have Mr/s. as an instructor?
How do you know that your child likes Mr/s._____ as a teacher?
What differences, if any, have you seen in your child's behavior or attitude with Mr/s._____ as a teacher?
Have you noticed your child taking more responsibility for his/her studies, initiating learning? Can you give an example?
Does Mr/s._____ involve you in your child's education? Can you give me some examples?
What have you observed about Mr/s._____ that helps him/her build healthy, nurturing relationships with his/her students?

DISCIPLINE

What about in the area of discipline? What does Mr/s._____ do when disciplining that seems nurturing? Is s/h strict? easy? fair? consistent? How are you aware of this? Have you observed it or does your child talk about it?

EVALUATION ON PAPERS

What about feedback on your child's papers. What does Mr/s.____say that seems so encouraging and nurturing? How does Mr.s___ point out areas needing improvement?

ROLEMODELING

Do you see Mr/s._____as a good rolemodel?
What qualities in Mr/s._____ would like your child to copy?

QUALITY TIME

Does Mr/s._____ make time to talk to you about your concerns?
Does your child spend time outside the classroom with Mr/s._____?
Please describe an instance.

COMMUNICATION

What are some things you have noticed about Mr/s._____ communication style that seem to nurture?

Does s/he listen well? Treat you as an equal? Respect what you say and feel? Resolve or diffuse conflicts with communication tools?

VIEW OF STUDENT

Pretend that you are Mr/s. _____. Imagine you see yourself as Mr/s._____ would see you through his/her eyes? How would you describe you, if you saw yourself as Mr/s._____ does?

Now, imagine you see your child as Mr/s. _____sees your child? How would you describe your child, if you saw your child as Mr/s._____ does?

RITUALS AND TRADITIONS

Are there any routines, teaching customs or practices of Mr/s.___ that you know that you know will regularly happen and you can tell other parents who have a child entering Mr/s._____ class that they can expect XYZ to happen?

ADVICE TO TEACHERS

If you could tell teachers how they should nurture students, what are some of the things you think are important for teacher to know or do?

What would you recommend for someone studying to be a teacher about how to develop close and trusting relationships with their students?

SCHOOL ENVIRONMENT

Do you feel there are some special qualities about this school that encourage teachers to be nurturing? What are those qualities?

What strikes you most about the way this school is organized?

Do you think there are some special things about this school that help Mr/s_____ and other teachers like him/her to be nurturing teachers? What are those qualities?

What is your impression? Do the teachers like working here?

What gives you that impression?

Does the school encourage teachers to work together with students and their parents and other teachers in solving student problems like delinquent homework, truancy? Can you give me an example?

How about the school discipline policy? Do you see it as fair and efffective? Does it take into consideration individual student needs?

STUDENT INTERVIEW February 24, 1993

Mr/s. _____ has said you are a student s/he feels close to and trusts, and he believes you trust him/her. S/he suggest I talk to you about as part of a study I am doing of teachers like him or her. I want to talk to you today to find out what Mr/s._____ does that helps you trust him/her and feel close to him/her. If you don't understand a question I am asking, please stop me. I would like to reword it so that it is clearer. Also, if it is not clear to you why I want to know something, please stop me. Some of these questions are not about Mr/s._____ at all, and it can be confusing if you don't understand how that helps me understand Mr/s. _____.

These questions are just to help you focus on Mr/s._____ encouraging and supportive behaviors. If any ideas come to you while we are talking don't hesitate to tell me, even if I haven't asked you the question. I am sure anything you say will help me understand.

BACKGROUND QUESTIONS
Age?
How long have you know Mr/s._____?
How long you have attended _____school?
What grade are you in?

QUESTIONS ABOUT FAMILY
What does your dad do for a living?
What does your mom do for a living?
Are your parents still married?
Are you living with either parent, both?
How do you get along with your parents?
Do your parent/s get involved with your schooling?
Has Mr/s._____met your parents?
Does Mr/s._____know a little about what your life is like outside his/her classroom? Give me some examples of some things Mr/s._____ knows about your life outside the classroom? How did s/he get to know these things about you?

QUESTIONS ABOUT SCHOOL
Do you work after school?
Are you involved in any extracurricular activities?
How do you normally spend your time from when the school day ends to when you go to bed?
What do you enjoy most about school?
Have you always enjoyed school? Why? Why not?
What do you dislike the most about school?
Have you always disliked school? Why or why not?

QUESTIONS ABOUT MR/S._____
What do you see that Mr/s. _____ does that makes him such a caring teacher?

DISCIPLINE

What about in the area of discipline? How does s/h manage the classroom? What does Mr/s. _____do when disciplining that seems encouraging and supportive? Is s/he strict? easy? fair? consistent?

EVALUATION ON PAPERS

What about feedback on papers. How do you feel about the comments s/he makes? Do they motivate you? discourage you?

How does Mr/s._____point out your mistakes or give you negative feedback?

What does Mr/s._____ say that seems so encouraging and supportive?

ROLEMODELING

What qualities in Mr/s._____do you wish you had in yourself?

In what ways do you think you could be like Mr/s. _____?

QUALITY TIME

Do you spend time other than in the classroom with Mr/s. _____?

Tell me about some of those times? What did you do?

COMMUNICATION of FEELINGS

If you were pregnant, or got a girl pregnant, would you feel safe telling Mr/s._____? In your life right now, who are the people you would feel safe telling such a private circumstance?

VIEW OF STUDENT

Pretend you can see yourself as Mr/s._____sees you. If you were Mr/s._____, how would you describe you?

Pick another teacher, say one you do not think is very nurturing. (You don't need to give me any names.) If you could see yourself through the eyes of this teacher, how do you think he or she would describe you?

RITUALS AND TRADITIONS

Is there anything that Mr/s._____does on a routine basis throughout the school year that you can bank on happening?...things that you know will regularly happen and you can tell other students who haven't had him or her as a teacher before, Mr/s._____always does this so watch out or and its really neat?

ADVICE TO FUTURE TEACHERS

If you could tell teachers how they should support and encourage students, what are some of the things you think are important for teachers to do?

What would you recommend for someone studying to be a teacher about how to develop close and trusting relationships with their students?

T THEMES ACROSS THE DATA
D DIFFERENCES ACROSS DATA

Intrapersonal Characteristics of Teachers

G or V Genuiness, authenticity; undefended; no facade vulnerable---shows humanity; not afraid to make a mistake, exposes self, being fully and freely ourselves without overwhelming the student; no phoniness or facades

ADR Androgenous---has qualities of a caregiver as well as a risk-taker

ILC Internal Locus of Control---is accountable for their behavior; acknowledges their responsibilities in a situation. Lots of "I" statements instead of "they do this to me"

F Flexible; low control needs; adaptable---can shift gears easily when situation call for it

II Intellectually inquisitive/life long learner

H Easy sense of humor/playful

NJ Non-judgmental---does not shame, or point out what is wrong with an individual, accepts the individual is doing the best s/he can at the given time.

EN Enthusiastic

SA Self-aware, self-reflective---knows themselves and takes time to gain more understanding of self through self-reflection

FE Healthy psychological integration of childhood familial experiences---family experiences no longer dictate their behavior in ways they do not like

UC or UL Unconditional Love---having total acceptance and positive regard for a person

IST Interpersonal Behaviors and Skills of Teachers

ES Empowering students---enabling others to enact in thgeir own behalf.

RO Respectful of others---communicating regard for the ability of others to manage their own lives; suspending own frame of reference and concentrating on the student

CR Conflict Resolution Skills/problem-solving skills

SD Self-disclosure---through non-verbal behavior or through verbal behavior, letting the students know you as a person

RS Revitalizing Strategies

LK LOVES kids (centrifugal focus point for revitalization)

LJ LOVES job (match between who they are and work they are doing; (note both returning adult;

perceive nurturing to be appropriate for teachers

HLS Perception of High Level of Support experiences

ICM Healthy intra-psychic coping mechanisms---personal ways to resolve or handle life stresses that are productive and not damaging to self or others. They do not denial, ignore, or avoid the difficult situations life hands us. (Primarily dealing with anger, perfectionism, stress, and ambiguity)

SWE Characteristics of Supportive Work Environment

PS Physical setting of classroom---decorations, and furniture arrangement

SGG Student personal growth a primary goal

TM Teamwork among teachers, (parents and students used for problem-solving is a bonus!)

SP School Policies---both discipline and diffused role

T/S Low teacher/student ratio

OC Open, supportive communication

DR Positive acceptance of Diffused Teacher Role---students get to know the teacher as a human being; role of teacher is personalized.

RT Role of Teachers

C Content subject treated as medium, not end

VS View of Students---how teachers preceive students

B Boundary Issues---knows personal and professional limits, does not accept personal responsibility for others emotional baggage

D Discipline

- HR Rules are humane, made for the benefit of everyone
- D/H Uses humor or teases

1-1 Quality of Time

TR Rituals and Traditions

RM Perceive Self as Role Model

Miscellaneous Codes:

EX Exemplary examples and stories

Q Quotes

SC STUDENT CHARACTERISTICS

DE Demographics

TENTATIVE PROPOSITIONS OR ASSERTIONS[1]

HOW TEACHERS NURTURER

1. There are at least two different styles for developing close and trusting relationships between teachers and students that are role appropriate.

2. Appropriate use of self-disclosure is one technique a teacher may use to develop close and trusting relationships with her/his students in a role appropriate manner.

3. Meaningful and/or responsive dialogue is one technique a teacher may use to develop close and trusting relationships with her/his students in a role appropriate manner.

CONTEXT THAT SUPPORT TEACHER/STUDENT BONDING

1. Students are the most important work context factor in the teachers' work environment.

2. A emotionally safe classroom environment is associated with teacher and students developing trusting and close relationships.

3. Classroom arrangement is related to developing close and trusting relationships with students.

4. A school mission of student personal growth supports teachers in efforts to foster close and trusting relationships with their students.

CHARACTERISTICS OF TEACHERS

1. Having competence in subject content area is associated with teachers ability to develop closeness and trusting relationships with students.

2. Having resolved past negative familial issues is associated with teachers ability to nurture.

3. Teachers who develop bonds with their students feel a moral commitment to students and value being of service to their fellow human beings.

INTRA-PERSONAL CHARACTERISTICS

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[1]These assertions apply only to the two teachers in the present study.

1. The following intra-personal characteristics are held in common by the two teachers observed in the present study:
   genuineness and authenticity
   androgenous
   flexible and adaptable
   inner locus of control
   lifelong learner
   humorous
   nonjudgmental
   enthusiastic about their job
   self-aware
   healthy intra-psychic coping mechanisms

2. Teachers who develop close and trusting relationships with their students tend to exhibit the same characteristics that associated with the resilient child.

INTERPERSONAL SKILLS OF TEACHERS

1. The following inter-personal skills are held in common by the two teachers observed in the present study:
   empowering skills
   problem-solving skills; conflict-resolution skills
   respectfulness
   communication skills of listening, validating, negotiating and mediating

2. Teachers holding in regard an individual's ability to manage his/her own life is associated with their ability to develop close and trusting relationships.

VIEW OF ROLE OF TEACHER

1. A primary purpose of teaching for teachers who develop close and trusting relationships with their students is student personal social and emotional growth.

2. Student social and emotional growth are as important to teachers who develop close and trusting relationships with their students as student cognitive development.

3. Teachers who develop close and trusting relationships with students view themselves as role models and act accordingly.

4. Teachers who develop close and trusting relationships with students see themselves as nurturers.

5. Teachers who are process oriented rather than content oriented tend to perceive nurturing students as appropriate for their professional roles.

6. Teachers who develop close and trusting relationships with students view the subject content as a means for student learning rather than the end in and of itself.

7. A perception of the role of teacher as diffused is associated with teachers' ability to develop close and trusting relationships with students.

8. Teachers who develop close and trusting relationships with their students have a positive perception towards the role of teacher being diffused.

9. Teachers who develop close and trusting relationships value the development of a student's sense of personal worth.

10. Teachers who bond with students create and provide rituals and traditions for their students in their classrooms.

11. Teachers who develop close and trusting relationships with students apply discipline in a firm, consistent, and fair manner.

12. Teachers who develop close and trusting relationships with students view discipline as a vehicle to teach rather than punish giving students enough latitude to "get rope burn, but not to hang themselves."

13. Teachers who develop close and trusting relationships with students establish classroom ground rules that are humane and respectful of the individual.

STRATEGIES FOR REVITALIZATION

1. Key sources for teacher revitalization is their love for the kids and their love of their job.

2. Teachers who develop close and trusting relationships with their students tend to separate their personal time from their professional time.

3. Teachers who develop close and trusting relationships with their students tend to have strong adult networks for support, i.e., colleagues, friends, family.

4. Teachers who develop close and trusting relationships with their students tend to know how to get and receive support from others when they feel depleted.

FOR SUMMARIZING PROFILES OF TEACHERS

Socio-Emotional Background

- Brief Characterization of Childhood
- Implication of Childhood on Your Role as Teacher
- Intra-psychic Coping Mechanisms
  - Dealing with Trauma
  - Dealing with Anger
  - Dealing with Ambiguity/Control needs
  - Dealing with Perfectionism

Teaching Profession

- Motivation
- Purpose as a Teacher
- Future Plans

Characterization of Workplace

- Primary Mission of School
- Positive Aspects of Work Environment
- Negative Aspects of Work Environment
- Sources for Your Support as Nurturing Teacher

School Policies

- Discipline Policies
- Diffused Role

Intrapersonal Characteristics of Teacher

- Genuiness and Vulnerability
- Androgenous
- Inner Locus of Control
- Flexible and Adaptable
- Intellectually Inquisitive/Lifelong Learner
- Humor
- Nonjudgmental
- Enthusiastic
- Self-aware

Interpersonal Behaviors and Skills

- Empowering Skills
- Problem-solving Skills and Conflict Resolution Skills
- Respectful
- EIAG
- Self-disclosure
- Communication Skills

Revitalizing Strategies

- Rewards from Teaching
- Personal Time
- Support from Others
- Intra-psychic Coping Mechanism

Enactment of Role of the Teacher

- Discipline
  - Humane Rules
  - Realistic Expectations
- Content Area Competency
- Quality Time with Students
- Boundary Definitions
  - (knows personal limits
    uses boundaries to empower students
    doesn't assume emotional responsibility;detaches
    uses non verbal techniques)
- Rituals and Traditions
- Role Model
- Set-up of Classroom

View of Self as Teacher

View of Self as Nurturing Teacher

Others View of Teacher as Nurturer